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ABSTRACT

The primary aim of this annotated bibliography is to collect resources for those interested in acquiring a broad, cross-cultural understanding of early childhood education. Chapter I provides an overview of comparative and international perspectives of early childhood education. Subsequent chapters focus on aspects of early childhood education in China, England, India, Israel, Scandinavia, and the USSR. Materials were selected for inclusion when they addressed the following topics: (1) the development of early childhood education; (2) factors affecting such development; (3) aspects pertaining to the organization, administration, financing, facilities, delivery systems, and availability of preschool programs; (4) curriculum trends and practices; (5) group or institutional child-rearing practices; (6) provision for teacher training and training of personnel for early childhood programs; (7) early childhood program evaluation; and (8) trends in current research. While coverage throughout is not comprehensive, it is expected that readers will be exposed to a number of prevalent theoretical and practical variables that seem to underlie differences and, of particular importance, similarities among diverse nations' programs for young children. (RH)

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An Overview of Comparative and International Perspectives of Early Childhood Education in Six Selected Countries: An Annotated Bibliography

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TABLE OF CONTENTS

Introduction.....page 1

I. Overview.....page 6

II. China.....page 17

III. England.....page 21

IV. India.....page 26

V. Israel.....page 29

VI. Scandinavia.....page 34

VII. U.S.S.R.....page 39

Within the last approximately two and a half decades, there has been a growing recognition, in many parts of the world, of the importance of early childhood education. Concern with the needs of young children is by no means a recent phenomenon, but powerful social, economic, and political pressures have contributed to an awakening of interest in the expansion of educational programs for children before entry into formal schooling. These pressures have included the desire to use early childhood education as a means of reducing inequalities in educational opportunity and of giving socially disadvantaged children a better start in life; the increasing numbers of mothers of young children being employed outside the home due to inflationary economic conditions; the changing attitudes of women to their own role in society; the increased number of one-parent, female headed family breadwinners; and the difficulties experienced in modern conditions of providing adequately for the social and intellectual needs of young children within the home. In the United States, this explosion of interest and activity has taken place despite the fact that the nation is largely unprepared to meet the challenges it presents. We lack a consistent rationale for programmatic and curriculum development, as well as trained personnel to staff programs, appropriate physical facilities for early education programs, and an effective overall research base to guide our efforts. Our educational endeavors with young children, especially prior to 1965, were limited almost entirely to children from the more affluent segments of the population and, even now, our experience with other groups is restricted.

Several other nations have had considerably greater experience in the field of early childhood education than has the United States. Day care centers with an important educational component were established on a wide scale in the Soviet Union over a half century ago, for example, and cooperative forms of group upbringing have been an integral part of the Israeli kibbutzim for an equal period. A great many nations in the technologically developed world, in fact, recognized the necessity for early education programs long before we did.

Unfortunately, however, cross-cultural exchange of information has been very limited. Few nations have attempted to put together a coherent picture of early child care for foreign readers. Data which do exist about the conduct of programs and child care methods are often so scattered among public and private agencies, local groups, and unintegrated research reports that they are essentially inacces-

sible even to a country's own professionals. Investigations concerned with the outcomes and effectiveness of programs are, in particular, extremely rare anywhere in the world. Finally, there are the inevitable language and cultural barriers. These make it very difficult, of course, for the casual visitor to grasp the complex nature of overall systems of child care. Within its own socio-cultural context, each nation has developed both a different set of assumptions about early childhood and a unique compact between the families and the society for the care of young children.

In recognition of this state of affairs, the primary aim of this annotated bibliography is to bring together a collection of resources for those interested in pursuing a broad, cross-cultural understanding of early childhood education. An overview chapter represents comparative and international perspectives of early childhood education and, then, a limited number of countries have been focused on, including China, England, India, Israel, Scandinavia, and the U.S.S.R. It must be emphasized that the present work does not represent an exhaustive list of all published material on a prticular country. Rather, the material presented has resulted from the personal and professional interests of the author in these countries as well as in the cross-cultural perspectives as represented in the initial overview chapter. The primary objective was to introduce materials from primary sources which would broadly describe the state of the field of early childhood education in a given country. More specifically, the following topics were used as focal points for decisions related to inclusion of materials:

1.) a general overview of the development of early childhood education in the country concerned;
2.) the factors affecting the development of early childhood education in the country, including historical, philosophical, and social influences;
3.) aspects pertaining to the organization and administration (governmental, state, and local), financing, physical facilities, delivery systems, and availablity of preschool programs in a particular country;
4.) descriptions of and trends in curriculum, including philosophical influences on curriculum development and daily activity schedules within early childhood programs;
5.) group or institutional child-rearing practices in a country based on the delivery systems of its indigenous early childhood programs;
6.) provisions for teacher training and training of personnel for early childhood programs;
7.) evaluation of early childhood programs; and
8.) current research trends in a particular country (but not specific, isolated research studies).

Due to the nature of an annotated bibliography, it would not be possible to meaningfully and extensively describe actual early childhood education programs as they exist in the aforementioned six countries. Rather, through reading the overview materials and the materials listed for each of the countries, one can uncover a number of prevalent theoretical and practical variables which seem to underlie differences and similarities among this sample of countries in their programs for young children.[1] Every nation acknowledges that its children are its most important resource. For planners, practitioners, and citizens everywhere it is important to consider alternative means and creative approaches to improve the care and enhance the development of the young child. It is important, too, to understand that a broad range of issues and circumstances must be taken into account, that what is "best" in one country may not fit another at all.

Despite the differences which will become apparent in the approaches to early education among this sample of countries, there are basic similarities among them as well. The visitor to almost any early childhood education center will recognize a spontaneous free flow of children and their affectionate caretakers and teachers. The Russian nurse and the American caretaker, each in the process of tiolet training a toddler, for example, look very much alike to an impartial observer, although one may have learned a Pavlovian conditioning rationale, while the other may have been schooled along operant conditioning lines. While it is easy to exaggerate small differences, we should not miss the universals.

It is hoped that an introduction to and reflection upon the materials included in this bibliography may develop an understanding of the areas in early childhood education which are commonalities between countries; in other words, those theories and practices which transcend geographical and cultural boundaries and thus can be deemed as universals among different countries' programs in early childhood education. It is this universality of concerns, theories, and practices in early childhood education which most intrigue this author to pursue this present interest in a comparative and international perspective of early childhood education.

An important distinction needs to be made at this point between universality and its application. It is not the intention of this author to imply that a system of child care developed in one country can be implemented with ease into another

[1] The age range of children considered in this bibliography is limited to the period between birth and entry into compulsory school, which occurs as early as age five in England and as late as age seven in some other countries (e.g., Israel, Sweden, U.S.S.R.).

country: an analogy between Sweden and the U.S. will illustrate this point. Caution should be given to those Americans who look to the Swedish model as an ideal system of child care for this country. One reason the Swedish system works is because it operates in a relatively small, homogeneous society. It would be naive to assume it could be transposed to this country without adapting its design. Our society is the antithesis of Swedish society; we are big and made up of culturally diverse groups. The value of studying the Swedish child care system is to learn what program alternatives exist and to apply this information to the task of designing programs to meet the needs of children and their families in this culture. George Bereday in his book Comparative Education states the case well when he says one cannot transfer and operationalize all experiences learned from another culture.[2.] One can, instead, use the exposure to new knowledge to raise questions about one's own system.

It must be noted, however, that it is not easy to make international comparisons relating to early childhood education. For example, there is considerable variation between countries in the age at which compulsory education begins, as well as in the models which have influenced the content and character of preschool programs, resulting in widely differing patterns of education for young children. Further, the status and training of the personnel involved vary greatly from country to country. Thus, to a large extent, a treatment of this area was problematic for this author for several reasons. First, this author thought it would be more instructive to focus on general knowledge and information which would serve to describe the state of early childhood education in a given country rather than on only one facet or area of a program (such as intervention programs, transition from home to school, disadvantaged children, etc.) in that country. Although many books and articles dealt with special programs or unique programs offered in a particular city or locale of a country, the narrower scope of these works did not fit the realm of this bibliography's arena. Second, the terminology for facilities, programs, etc. vary considerably from country to country. In most instances, the indigenous terminology was maintained from a particular country (e.g., the term 'childminder' is used in several books about early childhood education to refer to a babysitter). Third, books and journals discussing early childhood education in a country which are written in a language other than English were not included in

2. Bereday, George. Comparative Methods in Education. New York, N.Y.: Holt, Rinehart, and Winston, 1964.

this bibliography due to obvious translation difficulties. A wealth of resources which fall into this category are certainly available for further research. Fourth, the availability of up-to-date, state of the art books and journals are relatively non-existent in developing countries and, along a similar vein, there is frequently several years or more time lag between development of educational practices, programs, etc., their implementation, and actual written material published to document their existence. Therefore, it was somewhat difficult to consistently obtain recently published materials and this author had to rely on materials which represented the areas of focus published primarily within the last ten to fifteen years. In some instances a few of the books represent classic works in the field: these items have been included despite their early publication dates. Finally, in an effort to maintain a broad scope in this bibliography, isolated or specialized areas in early childhood education or related areas were not incorporated into it. Some of these areas which have not been addressed include the following: child welfare, disadvantaged children, intervention programs, transition from home to school, special populations, research studies dealing with psychological or child development orientations, child development, and child care facilities in a particular city or locale. Nevertheless, the subsequent books, journal articles, reports, government publications, ERIC documents, and so forth will show that policy makers, academicians, practitioners, and the like in this field, while alive to pressing national or regional needs, have been susceptible to broadly similar influences and have shared many common interests and concerns in the field.

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I. OVERVIEW.

Almy, M. The Early Childhood Educator at Work. New York: McGraw-Hill, 1975, p. 103-108.

Briefly compares a few dimensions of early childhood care and education in the Soviet Union, China, Israel, and several western European countries. National policies for children are compared among the countries as well as administrative structures, provision for services, age for the beginning of formal schooling, the effects of "multiple mothering", and concern for the disadvantaged child. The author recognizes that although a broad view of early childhood care and education across nations results in impressive similarities, the conclusion drawn regarding programs in the U.S. is that there is much greater diversity in services as contrasted with other countries.

Austin, G.R. "An Overview of Early Childhood Programs in Some Western European Countries", Early Childhood Education by B. Persky and L. Golubchick (Eds.). Wayne, New Jersey: Avery Publishing Group, 1977, p. 373-379.

Initially traces two important historical periods of development of early childhood education in western Europe. The philosophies of Rousseau, Pestalozzi, and Froebel are credited as influential within the period from 1750 to 1830; the second period, from 1890 to the present day, was influenced through the works of Oberlin, Kergomard, Owens, McMillan, and Isaacs, Montessori, Decroly, Aporti, and the Agazzi sisters. The remainder of the article documents present early childhood education programs in eight countries: Belgium, Canada, France, Germany, Italy, the Netherlands, Sweden, and England and Wales. Administration, financial support, enrollment percentages, personnel training and certification, physical facilities, research activities, and rationale for preschool attendance are specifically addressed.

Austin, G.R. "A Review of Early Education in Eight Countries", International Journal of Early Childhood, Vol. 5, No. 2, 1973, p. 167-172.

Provides a brief overview of eight countries judged to be representative of a wide cross-section of practices in early childhood education: namely, Belgium, Canada, France, Germany (F.R.), Italy, the Netherlands, Sweden, and England and Wales. Particularly addressed through comparison and contrast are the areas of administration, financing, teacher education, the preschool setting, educational aims and objectives, and research activities. A table of statistical data for the eight countries identifying the percentage of preschool pupils in attendance for each year from age 2 to 6 is provided.

Austin, G.R. Early Childhood Education: An International Perspective. New York: Academic Press, 1976.

Summarizing the results of a five-year cross-cultural survey of early childhood education in the Western world, this book provides insight into some of the issues of debate surrounding preschool education. It comprehensively approaches the discussion by focusing on the history of philosophical thought in early childhood education and provides information on the political and socio-cultural changes that have stimulated interest in facilitating children's early learning experiences. The book is organized into three sections. The first section includes three chapters: (1) an historical overview of early childhood education in the U.S.; (2) ideas and evidence showing the relevance of collaboration in international research; and (3) a summary of early childhood education in eight countries surveyed (Belgium, Canada, Germany, France, England and Wales, Italy, the Netherlands, and Sweden). The second section consists of eight chapters devoted to discussing the early childhood education programs in each of the eight countries surveyed. Each of these chapters includes a history of preschool education in the respective country, a report on the author's personal observational experiences, and a systematic presentation of information in such areas as organization and administration, pupil-teacher ratio, parent involvement, teacher training and education, cost and financial support, school size and facilities, and instructional methods and aids. Information is also presented on sociological variables such as reproduction rates, labor force changes, and preschool enrollments. Each chapter concludes by providing pertinent theoretical and research evidence. The third section provides the necessary link with the overview presented in the first chapter and shows that growth in early childhood education in America has a parallel with that of western Europe. The implications suggested are both social/cultural and political/economic and provide a base from which further international research may be initiated.

Bernard van Leer Foundation. Curriculum in Early Childhood Education. Report of a Seminar held from November 15-25, 1972, in Jerusalem, Israel. The Hague, Netheralnds: Drukkerij Verweij, Mijdrecht, 1974.

This book primarily presents papers drawn from the Seminar on Curriculum in Compensatory Early Childhood Education organized by the Bernard van Leer Foundation and held from November 15-25, 1972, in Jerusalem, Israel. Initially, a lengthy list of over seven general issues in compensatory early childhood education for the disadvantaged child are delineated, including explanations of curriculum as a strategy for intervention and implementation as a central problem for curriculum. Following this introductory section, actual papers presented at the Seminar included the following topical areas: characteristics of socially and culturally disadvantaged children and their early education presented by Jack Tizard; designing a relevant preschool curriculum for disadvantaged children presented by Sara Smilansky; and the curriculum in the classroom, presented by Dudley Grant, which discusses curriculum needed for the integration of the socially and culturally disadvantaged child into the mainstream of society. Emphasis is placed on

fundamemtal principles and problems applicable to school systems throughout the world, with examples pulled from educational settings around the world. Also included are two reports dealing with early childhood education projects for disadvantaged children in Australia and South Africa: compensatory education for Aboriginal children in Queensland and the Athlone Early Learning Centre, South Africa.

Boocock, S.S. "A Crosscultural Analysis of the Child Care System", Current Topics in Early Childhood Edcuation - Volume 1 by L.G. Katz (Ed.) Norwood, N.J.: Ablex, 1977, p. 71-103.

Following an initial discussion of the historical and societal influences on child rearing practices in the United States, this chapter undertakes a crosscultural comparison of the child care system. Particularly discussed are the individual roles of parents and caretakers as well as other system roles in child care including government and private industry. Countries highlighted include Israel, Sweden, China, and the United States.

Center for Educational Research and Innovation (CERI). Child and Family: Demographic Developments in the OECD Countries. Paris, France: CERI/ Organization for Economic Cooperation and Development (OECD), 1979.

Presenting exclusively demographic data on OECD countries, this book consists of two parts: Part One outlines the demographic evolution of OECD countries since 1945 and its effect on childhood and Part Two describes the child in the family as seen through recent census data in developed countries. More specifically, Part One addresses the following areas with brief descriptions and extensive demographic tables: general data on population; value and limitations of general data; factors of demographic evolution and childhood; impossibility of describing the family and its cycle through demographic models; and normality and pathology of family events. Part Two consists of brief descriptions and extensive demographic tables about children and families in the following developed countries: Belgium, Norway, Ireland, New Zealand, Switzerland, Luxembourg, Germany, Japan, United States, several Mediterranean coutries (including Greece, Italy, Spain, and Portugal), several Nordic countries (including Finland, Sweden, and Iceland), Austria, Yugoslavia, United Kingdom, and France. While emphasizing the study of family structures through the statistics of the developed countries, an analysis of the difficulties associated with demographic statistics is also portrayed throughout the book.

Center for Educational Research and Innovation (CERI). Developments in Early Childhood Edcation. Paris, France: CERI/Organization for Economic Cooperation and Devopment (OECD), 1975.

This book contains papers contributed to a conference held at OECD

haedquarters in Paris from October 29-31, 1973. Focusing on the increased attention being given to early childhood education from policy makers around the world, a survey of the empirical situation and a synthesis of the policy options are expounded. Following and introductory chapter, Chapter 2 draws on information contained in the national position papers and provides a summary of the trends and issues which confront researchers and policy makers in the field of early childhood education. Chapter 3 describes the position of the disadvantaged in society and discusses the role of early childhood education in compensating for and correcting the factors which cause such disadvantages. Chapter 4 consists of abridged versions of five professional papers which represent viewpoints on various early childhood education issues in five countries. More specifically, topics covered include the following: "Parent Involvement in the United States"; "Canada: Basic Issues Identified"; "Preschool Curriculum Development: A German Reference Frame"; "Proposal for a Children's Centre at Marne-la-Vallee, France"; and "Recent Developments in Australia". Individual papers present issues indigenous to that particular country discussed, although principles and recommendations can be more broadly applied to a wide range of countries.

Center for Educational Research and Innovation (CERI). Early Childhood Care and Education: Objectives and Issues. Paris, France:CERI/ Organization for Economic Cooperation and Development (OECD), 1977.

An introductory chapter in this OECD publication presents an overview of the current scene of CERI activity in the area of early childhood education. Following a brief account of the background of CERI and its endeavors, the following topics are addressed: the impact of recent research on child development; an analysis of the current demand-supply for early childhood services in countries around the world; descriptions of three structural models for the administration and delivery of early childhood education services; and a discussion of appropriate objectives for children between birth and $2\frac{1}{2}$ or 3 years of age and older pre-primary children up to compulsory school ages which range from 5 to 7 years. The central core of the report is a detailed study of current early childhood education services in seven OECD countries, amplified by additional material on other countries. Countries focused on include Austria, Switzerland, Germany, Denmark, the Netherlands, Finalnd, and New Zealand. Areas covered for each country include structure; standards of provision; actual supply and potential demand; parent participation and education; provision and coordination of ancillary services; and policy. A final chapter summarizes the prevailing issues and available options for policy formation by central and local government in early childhood education, emphasizing a case study involving the Australian Preschools Committee set up by the Australian Minister for Education in 1973.

Chazan, Maurice (Ed.) International Research in Early Childhood Education tion. Atlantic Highlands, N.J.: Humanities Press, 1978.

This international review provides basic information about research trends and projects in a number of countries where there has been a great interest in early childhood education. Psychological and sociological research in early childhood education in seven countries is covered; namely, Australia, Belgium, the Federal Republic of Germany, Israel, the Netherlands, Scandinavia, and the U.S.S.R. It is noted that research and experiment in the U.S.A. have had a particularly strong influence on work in many parts of the world and, although a survey of American reserach projects is not included in this volume, a brief reference to the literature is made in an introductory chapter. Aimilarly, reference is made to reviews of research on early childhood education undertaken in Britain, and to the work and publications of those international organizations which have been concerned with promoting research and action in the field. Selected lists of American and British reviews of research and of international publications are provided in appendices. Individual chapters are devoted to each of the previously mentioned countries, followed by a concluding chapter which summarizes and highlights the predominant research trends in the following areas: (1) the compensatory and preventive role of early childhood education, (2) curriculum development and evaluation, (3) forms of grouping, (4) staff training and involvement, (5) the role of media, (6) coordination between preschool and the later school system, (7) home-based education, and (8) the early education of handicapped children.

Cook, A.H. The Working Mother: A Survey of Problems and Programs in Nine Countries. (2nd ed.) Ithaca, New York: Cornell University, 1978, p. 31-36.

Set in the context of a pamphlet covering the difficulties and situations of working women in nine countries, this chapter discusses the various types of assistance working mothers seek in order to fulfill their child care needs. Types of care covered include preschools, factory creches, family day care, shift work, before and after school care, holiday care, and sick child care. Provision for services and facilities are compared and contrasted for the countries of Sweden, Israel, East and West Germany, Romania, Austria, Russia, Japan, and Australia. The descriptions of country after country discloses how universal are the problems of working mothers.

ERIC/EECE. The Development and Education of Children Outside the United States: An ERIC Abstract Bibliography. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1979.

This brief bibliographical reference list cites recent journal articles and ERIC documents concerned with the education and develop-

ment of young children in countries other than the United States. Included are research reports, descriptions of programs and services, and government projects and policies relating to children's health, education, and welfare.

Hendrick, J. "An Overview of Child Care and Preschool Education in the United States and Abroad", Total Learning for the Whole Child. St. Louis, MO: C.V. Mosby Co., 1980, p. 313-334.

This chapter provides a comparative perspective of early education and care in the countries of China, France, Sweden, the Soviet Union, Great Britain, and the United States. Descriptions of individual countries' early childhood program structure, curriculum, teacher training, educational goals, facilities, and governmental administration are briefly discussed. A concluding section summarizes some differences in the methods by which nations seek to accomplish their educational purposes as well as some commonalities of problems in the realm of child care related to societal trends.

Heron, A. Planning Early Childhood Care and Education in Developing Countries. Paris: UNESCO International Institute for Educational Planning, 1979.

Addressed to people engaged in educational planning and administration as well as government officials and policymakers, this booklet provides straightforward answers to three basic questions: what early childhood care and education is, why it should be provided, and how its provision for services can be organized. After discussing the needs of the young child, the relation between care and education, and the background of family, community, and society, a brief historical account of the development of early childhood care and education is given. Then, the practical problems and the organizational, administrative, and pedagogical measures that can be taken are dealt with at length. An appendix gives examples of what has been accomplished in this field in a number of countries, including India, Sri Lanka, Bangladesh, Vietnam, Malaysia, Senegal, Nigeria, Cameroon, Eastern Africa, North Africa, Peru, Uruguay, Venezuela, Columbia, Haiti, Trinidad and Tobago, Cuba, New Zealand, Hungary, Finland, U.S.A., and the United Kingdom.

International Child Resource Institute. The World of Daycare. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1984. (ED 255 331).

Articles contained in this first issue of the journal "Child Resource World Review" present information from a worldwide network of day care professionals. Specifically, A. Honig compares child care in different countries. S. Owen discusses childminding in Great Britain,

and G. Johansson advances a proposal for a pedagogic program establishing objectives of preschool education in Sweden. S. K. Akinsanya reports on stressful aspects of early schooling for children in Nigeria. Child caregivers in the U.S. are described by M. Whitebook. B. M. Windjack lists design implications and appropriate design responses for environmental factors in an optimal playground for children. T. DeMartini and E. Pot, respectively, describe child care services in Hong Kong and Holland. A typical day in a Zimbabwe preschool is described by M. Ncube and H. Mayo. An evaluation of other-than-mother infant care in Italy is provided by H. Ross. L. Rosenkrantz issues a call for information to establish a global perspective on programs for children whose parents are in prison. A. J. Sigot offers an overview of objectives, types, and current needs of day care centers in Kenya. R. Sebba and A. Churchman discuss design principles for child care centers from a psychological perspective. Child care in the People's Republic of China is described by J. Miner. C. Vesin discusses screening for normal infants and young children in France, and M. Karlsson reports on family day care in Sweden. L. S. Hai describes the developmental day care program of the Singapore People's Association, a community developmental agency. Concluding remarks offer a brief note on the programs of the Princess Esin Women's Educational Center in India.

Jordan, R. A Commitment to Children: The Report of The Labor Union Women Child Care Seminar sponsored by the German Marshall Fund of the United States, 1977. Detroit, MI: Coalition of Labor Union Women, 1977. (8713 E. Jefferson Ave., Detroit, MI 48214)

This report briefly desribes child care facilities and policies in Sweden, Israel, and France. The report represents the impressions of 24 labor union women who visited these countries in an attempt to formulate a policy for government supported comprehensive child care in the United States. Information is presented from the point of view of working women.

Kahn, A.J. and Kamerman, S.B. Child-Care Programs in Nine Countries: A Report Prepared for the OECD Working Party on the Role of Women in the Economy. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1976. (ED 121 428).

This booklet presents the results of a survey of child care programs in nine countries: Canada, France, the Federal Republic of Germany, Israel, Poland, Sweden, the United Kingdom, the United States, and Yugoslavia. Data (prepared in 1974) was assembled for each of the countries by researchers in that country. Eleven facets of child care programs were evaluated: (1) the strudture of child care programs, (2) social and welfare supports for child care arrangements, (3) the size and coverage of child care programs, (4) child care program eligibility and financing, (5) goals and purposes of child care programs, (6) major program forms or models, (7) geographical distribution of facilities, (8) staffing of child care programs, (9) standards for child care programs, (10) research and evaluation, and (11) current issues in child care. Data tables are included.

Kidd, M.E. "Day Care in Other Countries", Good Day Care by K.G. Ross (Ed.). Toronto, Canada: Women's Educational Press, 1978, p. 65-72.

Introduces various issues related to the day care trends in three developing naticns: namely, India, Zambia, and Peru. Particularly emphasizes social change and social conditions related to the need for day care - health, protection against disease, education, and nutrition. Author's generalizations are based on personal observation in each country. A limited amount of comparison between the three countries is provided.

Lall, G.R. and Lall, B.M. Comparative Early Childhood Education. Springfield, IL: Charles C. Thomas, 1983.

Designed as a textbook for comparative education, comparative early childhood education, and early childhood education classes, this comprehensive book provides information on preschool programs in eleven countries, including Russia, Israel, India, Japan, China, England, the United States, Mexico, Sweden, Norway, and Canada. For each country, information is presented on the historical and philosophical background of early childhood education, organization and administration of programs, financing, facilities, curriculum, and teacher preparation. Emphasis throughout the book is placed on study of the various aspects of early childhood education to learn the strengths of each program and not to ponder on the weaknesses. In a concluding chapter, a comparison in each of the above areas for the eleven countries is supplied, noting similarities and dissimilarities among the programs.

Moore, D.R., Kordenbrock, K., Moore, R.S. "Lessons from Europe: A Report on European Preschools and Child Care", Childhood Education, November/December, 1976, p. 66-70.

Reports on findings of an American team visiting ninety early childhood centers in Europe, including facilities in the countries of Norway, Denmark, Sweden, Germany, France, and Switzerland. Characteristics of each school were identified through use of a observation checklist. The wide range of teacher-student ratios in European public and private preschools is emphasized and a graph delineates those figures. Concluding remarks include a list of characteristics common to ideal child care. The authors encourage both Europe and America to look less at each other's practices and more closely at the child's developmental needs.

Moskovitz, S. Cross Cultural Early Education and Day Care: A Bibliography. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1975.

This collection of references serves as a starting place for educators and researchers interested in learning how children are educated and cared for in other countries. References have been grouped

into four categories: (1) cross-sultural studies, (2) references listed by specific country, including over thirty countries, (3) general early childhood topics, and (4) general resources: organizations and journals. In (2) references listed by specific country, particular emphasis is placed on the countries of England, Israel, Russia, and the U.S.A.

Persky, B. "An International Overview of Child Care Programs", Early Childhood Education by B. Persky and L. Golubchick (Eds.). Wayne, New Jersey: Avery Publishing Group, 1977, p. 371-372.

Introduces the universal concerns and global trends of child care characterized by nine nations studies: namely, Canada, France, Germany, Israel, Poland, Sweden, England, the United States, and Yugoslavia. More specifically, the common forces contributing to an increased demand for expanded child care services, priorities given to special populations of children for provision of services, common goals in child care programs, funding sources, and general themes regarding future directions in child care programs. This overview provides recognition that the universal concerns of child care are quite similar within the nine countries studied.

Robinson, N.M. and Robinson, H.B. "A Cross-Cultural View of Early Education", Early Childhood Education - Part II by I.J. Gordon (Ed.). Chicago, IL: University of Chicago Press, 1972, p. 291-315.

Examines a number of conceptual and practical variables which underlie differnces and similarities in early childhood education programs among eleven countries as reported by two participants in the International Study Group for Early Child Care funded by the Carnegie Corporation and organized in 1968 to increase the availability of information about child care systems around the world. To begin, consideration is given to some dimensions within societies which reflect their child care systems; namely, economic, political, and social characteristics, the nature of the compact between family and society, and conceptions about the nature of early childhood. Next, programs for early education are described in terms of the following aspects: the physical setting, day care vs. preschool, age of beginning group care, personnel, enrichment vs. the planned curriculum, curricular objectives, and transition to formal schooling. Pertinent examples from individual countries are used to substantiate opinions frawn. A concluding statement points to the prevalent lack of research and evaluation devoted to investigating what differnce the existence of particular programs makes in the development of children and/or the functioning of their countries.

Roby, P. (Ed.) Child Care-Who Cares?: Foreign and Domestic Infant and Early Childhood Development Policies. New York, NY: Basic Books, 1973.

Professionals from various countries examine many facets of child care programs throughout the industrialized world with descriptions of

child care systems in Sweden, Finland, Israel, and Hungary. Suggestions for concrete guidelines for the formulation and establishment of national child care policies are also delineated. Specific topics covered include the following: child care trends in the U.S.; infant day care; university day care; minority involvement in quality child care; child care and women's liberation; and issues related to child care in other countries.

Sidel, R. "Israel, the Soviet Union, and China: Some Similarities and Some Differences", Women and Child Care in China. New York, NY:Penguin Books, 1982, p. 157-175.

Provides an insightful comparison between China. Israel, and the Soviet Union. A general consensus of goals within each society which affect child-rearing patterns is given from the beginning, with historical, societal, political, and philosophical influences described throughout the chapter. Several beliefs held common among the three socieities in child-rearing and education of the young are delineated.

Stukat, K.G. Current Trends in European Pre-School Research. Windsor, Berkshire, England: NFER Publishing Co., 1976.

Describes and analyzes current broad trends in European preschool research with an emphasis on applied research. Chapter One outlines the preschool situation in western European countries in terms of historical characterisitics and current issues. Chapter Two is devoted to a review of recently completed, ongoing, and planned curriculum research into preschool education. The first part of Chapter Three summarizes theoretical analysis of compensatory education as to concept and policy. It is followed by a survey of European research on the education of underprivileged preschool children. As a background for this survey, a selection of American studies on compensatory education is reviewed. Chapter Four reviews some special areas of research and development which are relted to issues in current discussion on preschool education; namely, coordinatcn between preschool and formal schooling, the home as and educational environment, problems of preschool education goal analysis, and, more briefly, some other problem areas. The concluding chapter sums up the main research trends and their implications for further research and for preschool policy and practice.

Takanishi, R. Cross-National Perspective on Early Childhood Education: Engaging in Inquiry. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1976. (ED 133 059).

Some potential areas of inquiry into the field of cross-national study of early childhood education are described in relation to the history and aims of the World Organization for Early Childhood Education (OMEP).

Tizard, J., Moss, P., and Perry, J. All Our Children: Preschool Services in a Changing Society. London, England: Maurice Temple Smith, 1976, p. 112-121.

Compares the amount and type of early childhood provisions for children under five in Britain to eight Western European countries, including Belgium, France, Germany, Italy, the Netherlands, Denmark, Norway, and Sweden. Based on the most recent information, statistics are separately provided for each country in terms of the following: the compulsory school entry age; percentage of children attending early childhood programs; types of facilities, expansion of services; and government, public, and private administration of services. A brief concluding section delineates some comparative aspects between Britain and the other countries' systems for early childhood care and education.

Woodhead, M. Pre-School Education in Western Europe; Issues, Policies, and Trends. New York, NY: Longman Group Limited, 1979.

Based in six years of study and discussion amongst delegates from the 23 member states of the Council for Cultural Cooperation of the Council of Europe, this book addresses preschool education from a western European perspective. A project on preschool education was initiated by the Council of Europe in 1969 and this book synthesizes the proceedings and conclusions of Council symposia as well as reports on findings from case studies and first-hand visits to early childhood education programs in Council member countries. The style of the report is oriented towards concerns related to policy and practice, drawing together up-to-date knowledge and experience about preschool education: it is not intended to match the rigor of a research treatise. Following an introductory chapter on developments in preschool education within western Europe, succeeding chapters focus on the following areas: preschool education for disadvantaged and handicapped children; preschool education for migrant workers' children; preschool education for children living in sparsely populated areas; cooperation between preschool education, parents, and the community; and the link between preschool and primary education. A concluding chapter provides recommendations formulated in working groups at various Council symposia which are intended as general principles for guidance of future development of preschool education throughout western Europe.

World Confederation of Organizations of the Teaching Profession. Social and Educational Aspects of Early Childhood Education. Report of a WCOTP European Seminar from April 19-24, 1977, in Pau, France. WCOTP: Morges, Switzerland. 1977.

This report summarizes the proceedings of a European seminar on early childhood education held by the World Confederation of Organizations of the Teaching Profession (WCOTP). The forty participants, representing ten European countries, emphasized the social and educational aspects of preschool education. The report includes three papers presented at the seminar and descriptions of preschool education in the ten countries participating in the seminar. Also included is a draft of recommendations for preschool education.

II. CHINA

Chan, I. Early Education in China and Its Implications in the United States. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1977. (ED 145 006).

This paper suggests that the philosophy and practical approach to child rearing in a given society reflect and perpetuate the values of that society. In China, current childhood education practice reflects the philosophy of post-Revolutionary China. Basic features include the following: the assumption that people are infinitely educable; stress on the centuries-old value of "we the large family"; training for self discipline and responsibility; and a new emphasis on theory and practice, respect for productive work, and learning from real life experiences.

China Handbook Editorial Committee. Education and Science. Beijing, China: Foreign Languages Press, 1983, p. 11, 30-34.

Provides a brief introduction to the development of kindergartens for 3 to 6 year olds in China since the founding of the People's Republic in 1949. The organization, curriculum, and role of the kindergartens are discussed from the viewpoint of the total educational system.

Cohen, D.H. A Look at Children in China. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Educaion, University of Illinois, 1976. (ED 121 478).

This paper explores educational philosophy and its effect on children's development in the People's Republic of China.

Collins, R.H. "One-Fourth of the World's Children", Day Care and Early Education, Vol. 4, No. 4, March/April, 1977, p. 14-17, 46.

Describes infant and child day care in China and touches upon the general system of education and its close relationship with the world of work. The special emphasis of child rearing in China are discussed.

Gamberg, R. Red and Expert: Education in the People's Republic of China. New York, NY: Schocken Books, 1977, p. 11-27.

This chapter involves a detailed description of a performance given by five and six year olds at a kindergarten in Canton, China, to some American visitors, including the author. Emphasized are the dominant social values stressed in the teaching and socialization of young Chinese children. Children's activities enacted during the preformance as well as reflections on those activities in terms of typical preschool education in China are discussed.

Gentry, J.M. "Early Childhood Education in the People's Republic of China", Childhood Education, November/December, 1981, p. 92-96.

Based on the naturalistic observations and sampling procedures of an American educator visiting China, this article describes many facets of Chinese kindergartens for children 3 to 6½ years of age. Physical facilities, teacher training and selection, ideology, curriculum, cultural activities, teaching materials and techniques, behavioral control methods, health care and cost, and availablity of facilities are discussed. Areas covered under curriculum include Chinese language, mathematics, music, physical training, and art education.

Karlson, A.L. "Curriculum Practices in Preschool and Primary Schools in the People's Republic of China", Early Childhood Education by B. Persky and L. Golubchick (Eds.). Wayne, New Jersey: Avery Publishing Group, 1977, p. 390-393.

Describes the observations of an American educator participating in a tour of educational settings in Peking, Tientsein, Nanking, Soochow, and Shanghai. The article addresses six areas: namely, the philosophy and aims of current Chinese education; curriculum practices in the preschool and primary school; the middle school; teacher training institutions; the little red soldiers and the children's palaces; and, some concluding remarks which point out several striking features of Chinese early education.

Kessen, W. (Ed.) Childhood in China. New Haven, CT: Yale University Press, 1975, p. 1-3, 53-112.

A report by the first group of American educators to tour the schools of China in 1973, this book meticulously describes their observations while emphasizing the limited nature of their experience during the trip. The chapter, entitled "Nurseries in China", includes accounts of naturalistic observations of the daily routine in several nursery schools. A second chapter, "The Chinese Kindergarten", gives detailed descriptions of the physical facilities, the curriculum (including six subject areas: Chinese language and politics, mathematics, singing and dancing, drawing and painting, physical training, and productive labor), characterisitics of the kindergarten program, training of teachers, and characterisitics of the young Chinese child in terms of early learning.

Lall, G.R. and Lall, B.M. "Early Childhood Education in China", Comparative Early Childhood Education by G.R. Lall and B.M. Lall. Springfield, IL: Charles C. Thomas, 1983, p. 63-75.

Presents information on the basic philosophy, historical development, structure and administration, financing, facilities, teacher training, and curriculum of early childhood education in China. Particularly emphasized are the historical origins and philosophical ideologies which cultivate collectivism and promote collective education in China even at the preschool educational level.

Orleans, L.A. Professional Manpower and Education in Communist China. Washington, D.C.: U.S. Government Printing Office, 1960, p. 29-30.

This brief chapter traces the historical development of preschool facilities in China with emphasis on statistical enrollment figures and numbers of facilities at the kindergarten and nursery levels. A table showing statistical data from 1949 to 1959 is included.

Price, R.F. Education in Modern China. Boston, MA: Routledge and Kegan Paul, 1979, p. 108-111.

As part of a comprehensive book on the Chinese educational system, this chapter section discusses the development of creches and kindergartens in China. Typical facilities and curriculum are covered through descriptions with some comparison to Western educational systems.

Shui, Y. "Early Child Care in China", Early Child Development and Care, Vol. 11, 1983, p. 107-112.

This article identifies the lack of day care facilities available in China based on the increasing population of young children and increasing numbers of working parents. Following some statistics related to the costs for and supply and demand of early childhood education, the author briefly touches on the training of child care workers, curriculum, and the developmental benefits of nursery school and kindergarten education in China.

Sidel, R. Women and Child Care in China. New York, NY: Penguin Books, 1982.

Based on the perspective of the changing roles of women in the Chinese culture, this comprehensive book covers many aspects of women's lives, child care, mothering, and early childhood education in China. Individual chapters are devoted to extensive coverage of the historical development of the organization of child care and detailed descriptions of Chinese nurseries and kindergartens. In addition, a valuable chapter is included which compares and contrasts child care in Israel, the Soviet Union, and China.

Tsang, C. Society, Schools, and Progress in China. New York, NY: Pergamon Press, 1968, p. 158-166.

Following a description of the organizational structure of the Chinese educational system from age one through adulthood, brief chapters are devoted to the nurseries and kindergartens. Their role in the Chinese society as well as in the development of the young child are discussed.

Zu, Z. "Preschool Education in China", Early Child Development and Care, Vol. 8, 1982, p. 273-277.

Following a brief historical account of the teaching methodology used in Chinese preschool education since the 1950s, this article discusses recent developments in curriculum. Emphasized are the necessity of determining appropriate curriculum for gifted or "extra-intelligent" children and the establishment of several experimental kindergaten programs to determine the proper amount of work to give the students and the best way of teaching them. Potential methodologies for the teaching of reading and math are briefly introduced.

Austin, G.R. "Early Childhood Education in England and Wales", Early Childhood Education: An International Perspective. New York, NY: Academic Press, 1976, p. 77-108.

In this chapter on early childhood education in England and Wales, the development of education of young children is traced through its various historical and philosophical influences. Following a discussion of preschool enrollments from 1960 to 1970, issues of debate and the resulting government White Paper of 1972, "Education: A Framework for Expansion", are reported. The aims and objectives of early childhood education, organization and control, facilities, teacher training, financing, instructional methods, and four major pieces of research are then described. Also included is a description of a visit to a London nursery school in terms of its facilities and daily schedule.

Blackstone, T. The Need for a Comprehensive Care and Education Service for Pre-School Children. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1976. (ED 129 426).

An argument is presented for a comprehensive and universal system of care and education for preschool children outside the family. Current institutional arrangements in the United Kingdom for government provision of education and care for young children are discussed and proposals are made for alternative ways of providing this service. Topics covered include the following: the family, children, history of provision for young children in Britain, aims of nursery education, the divided system (i.e., division between nursery care and nursery education), alternative systems, and problems of implementation.

Blackstone, T. A Fair Start: The Provision of Preschool Education. London, England: London School of Economics and Political Science, 1971.

Describes the growth of preschool education in England and Wales during the twentieth century. This beek begins by identifying the nineteenth century origins of the education of children under 5, and continues with a description of the growth of provision up to 1965. It attempts to identify the political, economic, and demographic factors which have affected the supply of nursery education, and to consider some of the wider social changes relating to the structure and functions of the family and the roles of its members, which may explain the growing demand for it. This is followed by a cross-sectional analysis of provision, which measures the number of places available in 1965 and tries to explain the variation in supply from one area to another. Finally, it describes decision-making on nursery education in four local authorities, in an attempt to identify some of the unique historical factors affecting the extent of provision which would not emerge from a statistical study at the national level. Extensive appendices include information and data in the following areas: sources of the data; child population estimates; frequency distributions; statistics on attendance at preschool education programs in each local authority in 1965; statistics on provsion of nursery education in various geographical regions of England and Wales; four different approaches to the establishment of nursery classes; and Smelser's model of structural differentiation.

Bruner J. Under Five in Britain. Ypsilanti, MI: High/Scope Press, 1980.

This book is one of six in a series that emergaes from the Oxford Preschool Research Project under the direction of Jerome Bruner and represents a more personal, selective view of the Project's work by Bruner himself. From 1975 to 1978 the Project studies the care of children under five in Britain. Following and introductory chapter, chapter two is concerned with the principle forms of preschool care available in Britain, how they came into being, how much they cost, and other background information. Chapter three describes the preschool settings in Oxfordshire, the site of the research project, and relates that scene to the country at large in terms of preschools. Chapter four sets the research questions and policy issue in precise terms. The next three chapters look in detail at the principle forms of preschool provision: namely, playgroups and nursery schools, "childminders", and full-day care centers. Reviewed in chapter seven are nine varied London day care centers studied in depth. Chapter eight, the concluding chapter, synthesizes the appraisals and proposals of the Project to produce a policy perspective. An appendix looks in detail at the Project's efforts to obtain knowledge through collaborative research with practitioners.

Central Advisory Council for Education (England). Children and Their Primary Schools - Volume 1 and 2. London, England: Her Majesty's Stationery Office, 1967.

This highly influential Plowden report, written as a policy-making foundation for the British government, provides perhaps the most thorough statement available in Britain on the education of children. Following descriptive statements on many aspects of the development of the child and the structure and curriculum of the various levels of education, recommendations are given which provide direction for future educational priority areas. Nursery education is specifically addressed in Chapter 9 (and elsewhere in the book sporadically) with a description of the present position as well as recommendations for future patterns and expansion of facilities and personnel. In this respect, the report states agreement on the positive values of nursery education as preparation for later schooling: thus, the report has been influential since 1967 in increasing the services available to young children and their families in Britain. Volume One is the report itself, while Volume Two is an appendix to the first Volume, describing the various research studies and surveys solicited to gain information for the report. Extensive tables, diagrams, and plates are provided.

Feshbach, N.D., Goodlad, J.I., and Lombard, A. Early Schooling in England and Israel. New York, NY: McGraw-Hill, 1973, p. 15-20, 25-62, 121-122.

This report on preschool education in England is part of a larger survey of comparative educational practices and research in early child-

hood schooling conducted by the Institute for Development of Educational Activities (IDEA). Following a brief introductory section comparing the systems of England and Israel, the practice and implementation of preschool education and described through survey data obtained in interviews and direct observations. The variety of types of preschool facilities, the Plowden Report, and recent research related to early childhood education are discussed. The survey suggests that the present state of preschool education in England does not continue the leadership or reflect the innovative role that the country once played in the early childhood education movement. An appendix outlines thirteen recommendations of the Plowden Report regarding nursery education.

Jee, M. "Early Childhood Education in England", Comparative Early Childhood Education by G.R. Lall and B.M. Lall. Springfield, IL: Charles C. Thomas, 1983, p. 76-89.

Presents information on the basic philosophy, historical development, organization and administration, types of curriculum available for early childhood programs, and facilities used in early childhood education in England. Particularly discussed under organization and administration are the governmental provisions for nursery schools and infant schools resulting from the historical development of the English educational system.

Mayall, B. and Petrie, P. Minder, Mother, and Child. London, England: University of London Institute of Edcuation, 1977.

Reports on the results of a research investigation into the quality of care provided by registered childminders in four London boroughs and their implications for children, mothers, and minders. The study, involving detailed naturalistic observations and interviews, focuses on the implications offered by this increasingly populardomestic form of care rather than institutional care and lists proposals for improving the service offered by child minders to children. Topics covered include the following: the scope and methodology of the study; the childminder's history and experience of childminding; how children spent the day; the language competency of the child; the relationship between the childminder and the child; the mothers; and the local social and health services' impact on this form of private day care. Appendices include descriptions of observation and interview instruments.

Pringle, M.K. and Naidoo, S. Early Child Care in Britain. London, England: Gordon and Breach, 1975.

Devoted exclusively to the development of early childhood care and education in Britain, this book offers a thorough treatment of the variety of programs and services available to the family and the young child. Following an introductory overview, chapters cover the following topics: precept and practice in upbringing and education; parental

responsibility and social intervention; administration of programs; socialization processes; health services programs; social services and group care programs; educational programs; teacher training; research activities; and perspectives and objectives for future development. A complete picture - past, present, and future - of the organization and development of early childhood care and education is clearly delineated.

Shinman, S. Trends in Early Childhood Education in the United Kingdom. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1984. (ED 247 027).

An overview is provided in this discussion of major developments in preschool education in the United Kingdom from 1973 to 1983. The first section offers general observations and covers major trends: rapid social change, the low priority accorded to preschool education, diversity as a key feature of early childhood education, children with special needs, day care, and part-time provision. The second section reviews recent research and development initiatives; discussion focuses on research conducted in institutional and home settings. Institutional research reviewed centers on (1) play in nursery school, playgroup, and day nursery; (2) an ecological perspective on children's play and behavior; (3) the adult role in language development; (4) the impact of organization and structure on the quality of care; (5) transition and continuity in early childhood education; and (6) parental involvement. Research reviewed on home-based services and support covers home day care, educational home visiting, and community-based support and preparation for parenthood. The third section summarizes the review of research and the fourth section points out implications for educators. It is concluded that considerable progress has been made in understanding the needs of families with young children and in responding effectively to those needs.

Taylor, P.H., Exon, G., and Holley, B. A Study of Nursery Education. London, England: Evans/Methuen Educational Limited, 1972.

Introduces a research study originating in 1969 in England which reported on what a national sample of nursery teachers judged to be the aims and objectives of nursery education. It also reported on their views of their own roles as teachers, on their priorities for nursery education, on the kind of course they consider appropriate for the initial education of intending nursery teachers, and on their own need for in-service education. It delves into a profession's views about what it is attempting to do and how it thinks about professional issues. As such it is an important contribution to the general understanding of the role and function of nursery education in a national system of education in England. From the research emerges a picture of a strongly committed, professional group with powerful vocational motives which sees nursery education as necessary for most groups of children but most particularly

for children who are in some way socially or personally deprived. However, the research has also indicated several unresolved contradictions and complexities in the field of nursery education. In particular, it has been unable to establish a clear relationship between the major purposes of nursery education and the objectives by which these purposes are translated into educational practices. Following an introductory chapter, the structure of the research, the questionnaire , the sample, findings, and conclusions make up the remaining chapters of the book. Appendices follow which provide samples of the actual questionnaires to teachers and tables of the results of the research findings.

Tizard, J., Moss, P., and Perry,J. All Our Children: Preschool Services in a Changing Society. London, England: Maurice Temple Smith, 1976.

Considers the care and education of young children in the changing society of Britain in which their needs and the services to provide for them have recently become matters responding to economic and social developments. An introductory chapter develops its thesis around married women - their domestic career, emplyment, and education - and then the family and its needs in the context of modern society. Chapters 2, 3, and 4 trace the historical development of early childhood from the nineteenth through the twentieth centuries up to present day, highlighting social, economic, and political influences. Chapter 5 discusses provisions for children under five years of age in England and Wales today provided by local authorities and private or volunteer organizations. Nursery provisions in other Western European countries are discussed in Chapter 6. Chapters 7 and 8 provide information and data on the employment of mothers in Britain. Chapter 9 discusses nursery services, while Chapter 10 brings a philosophical angle to a discussion of play and nursery education. The care and education of young disadvantaged children are considered in Chapter 11. A concluding chapter lists the practical requirements of a nursery service. Appendices displaying data on the growth of early childhood education and employment rates of mothers are provided.

Lall, G.R. and Poddar, S. "Preschool Education in India". Comparative Early Childhood Education. G.R. Lall and B.M. Lall (Eds.) Springfield, IL: Charles C. Thomas, 1983, p. 32-47.

Presents information on the basic philosophy, historical development, organization and administration, financing, curriculum, and facilities used in early childhood education programs in India. Particularly described under organization and administration are various approaches to preschool education found in India, including the Montessori system, the Froebelian kindergarten, the minimum-standard preschool, mobile creches, and laboratory preschools. In addition, a section on curriculum discusses in detail the widespread influences of Montessori and Froebel on preschool programs in India.

Mistry, V.R. (Ed.) Early Childhood Education and Child Welfare - Volume 2. Baroda, India: M.S. University of Baroda Press (Sadhana Press), 1985, p. 1-100.

This book contains descriptions of a host of research studies conducted by students and faculty members of the child development department at M.S. University of Baroda. Studies included in this first section on early childhood education deal with the following topical areas: existing services for children; children's abilities; intervention programs; readiness for first grade; curriculum development; children with special needs; and children's literature. Each of these areas is addressed by coherent descriptions of two to six research studies which include an introduction, objectives, methodology, and results and discussion.

National Institute of Public Cooperation and Child Development. Working Mother and Early Childhood Education. - Chapters 5,6, and 8. Delhi, India: NIPCCD, 1978, p. 30-38, 39-51, 57-59.

Three chapters in this book provide a complete picture of preschool education in India. Chapter Five, "National Policy for Children", discusses the context for early childhood education in India - its objectives, programs, and coverage - from the perspective of India's National Policy as written in the Constitution and the country's Five Year Plans. Objectives and priorities are delineated as well as the administrative need to integrate the various social services to children and families in the country. Chapter Six, "Preschool Education in India", identifies appropriate objectives for preschool education and then suggests that early childhood education remain outside the field of governmental responsibility; the expansion and improvement of existing facilities be undertaken by private and voluntary organizations. Existing facilities for preschool education in India are then traced in terms of types and related statistics based on information from the various social welfare organizations. "Maternal Involvement in Preschool Education", Chapter Eight, briefly describes the high illiteracy rate among women and then governmental programs geared towards functional literacy of women. The context of such adult education programs usually includes literacy, health and nutrition, education, child care, and training in crafts which may help women to gain employment.

Hutt, C. "Early Childhood Services in India and Sri Lanka", International Journal of Early Childhood, Vol. 11, No. 2, 1979, p. 170-175.

Focusing on the Western cultural influences on early childhood education in India and Sri Lanka, this article points out the Western philosophies and pedegogic models which have historically permeated these countries' educational systems. The resulting neglect of the needs and values of the indigenous culture are stressed. The endeavors of several governmental organizations such as the Integrated Child Development Scheme (ICDS) are described as well as some recent innovations in basic,or craft-centered, education and its curriculum.

Iredale, R. "Preschool Education in South India", Comparative Education, Vol. 11, No. 3, October, 1975, p. 231-235.

A comprehensive picture of preschool education in India, as this author points out, is difficult to provide in any detail because of the diversity of agancies running both the schools and the teacher training programs. Descriptions of the variety of governmental, social welfare, and private administrations of preschool education are provided. Curriculum in the preschools (called balwadis) is discussed through explanations of the content of teacher training programs (called bal sevikas). A typical visit to a balwadi is described in terms of the facility and activities one would see taking place. Barriers to pedagogical improvement in preschool education are delineated by the author to include (1) inadequate and over-theoretical pre-service training of teachers and (2) the absence of trained supervisory staff. The aspects of these concerns relating to South India are not specifically advanced by the author.

Khalakdina, M. "Training of Personnel to Work with Young Children in India". Early Child Development and Care, Vol. 17, No. 4, Fall, 1984, p. 247-276.

Discusses in detail various aspects of teacher training available in India for early childhood workers and provides an understanding of the network of governmental and non-governmental services available to young children. First, recruitment processes and standards are identified, Second, descriptions of training programs at the national and state level and through voluntary organizations are provided, including two specific types of preschool training called 'bal niketan sangh' and training for work in mobile creches. Third, training needs and approaches in terms of the needs of young children and the skills of child care workers are considered. Fourth, curriculum for teacher training programs and training procedures for the preparation and implementation of this curriculum are discussed. Lastly, monitoring and evaluation of teacher training programs have begun to be studies and future directions are delineated. Three appendices describe (1) various welfare projects for families and children, (2) curriculum content and objectives for training programs for child development project officers, supervisors, anganwadi workers, and middle level supervisors, and (3) an innovative rural preschool teacher training program.

Pont, I.P. "Pre-Primary Education". Child Welfare in India: An Integrated Approach. New Delhi, India: Ministry of Education, Government of India, 1963, p. 55-63.

Data and information for the chapter was obtained from the Interim Report of the Committee on Child Care appointed by the Ministry of Education and the Central Social Welfare Board in India. This chapter initially describes some rarely found statistics on the number of pre-primary schools or balwadis and total enrollment in India during the early 1960s. Following some statements on the uniqueness of the preschool stage of development in young children, the author describes the conditions of preschools, including their varying standards, curriculum, and quality of service. Next, the organization of preschools is discussed, with special attention given to the physical facilities, outdoor space, and equipment. Curriculum is then mentioned in terms of outdoor activities, indoor activities, and the use of formal teaching techniques. Finally, recommended salaries for teachers and staff in the preschool are delineated and concluding statements are made.

Stabile, C. Preschool Education in the Union Territory of Delhi, India. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1978. (ED 175 544).

This paper gives an overview of education in India from ancient times to the present and presents data from brief visits to seven schools which provide early childhood education in the Union Territory of Delhi. The schools visited were either parochial, public, government coporation, or private schools. Data collection problems (including time limitations and teacher apprehension) are noted. The programs are described, and a brief discussion of the relation of program effectiveness and program goals is given. It is concluded that the emphasis on early childhood education in India is likely to remain strong. Appendix A contains an observation outline used in the Indian preschools. Appendix B lists interview questions. Appendix C presents syllabi, guidelines, or objectives of three of the preschools visited. A brief public school entrance test is reproduced in Appendix D. Appendix E notes that a slide/tape program describing the preschools discussed in the paper is available.

Verma, A. and Sundaresan, J. "Research and Early Childhood Programs in the City of Baroda", International Journal of Early Childhood, Vol. 11, No. 2, 1979, p. 176-181.

Following a brief introduction to the historical growth of the preschool education movement in India, this article focuses on research studies in terms of their attempts to study the present status of preschool institutions in Baroda, to identify various problems facing preschool education, and to conduct experimental programs with a view to developing program prototypes which might be implemented by other local agencies working for the promotion of preschool education. Major research findings and their implications are delineated.

V. ISRAEL.

Bettleheim, B. The Children of the Dream. New York, NY: Macmillan, 1969, p. 1-144, 335-337.

Describes in great detail the cultural, philosophical, and psychological aspects of the kibbutz method of institutional child rearing in Israel. The child rearing methods are placed in the larger context of the kibbutz educational system and the society as a whole. The role of the children's house in the life of the child is also discussed.

Corn, S. Past and Present Child Care in Israel. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1982. (ED 234 903).

Providing an historical and current account of Israel's early childhood care and educational system, this report depicts a state-supported system that has emphasized, through both home and classroom techniques, early intervention for Jewish families and their children. Focusing on the goals, methods, and realities of child care, the discussion describes day care centers, public and private kindergarten, kibbutz education, Arab education, parent involvement, curriculum goals and schedules, and teacher training on state and international levels. It is concluded that published literature and observation reveal Israel's educational system as a progressive, successful, and excellent model for developed and developing countries.

Feshbach, N.D., Goodlad, J.I., and Lombard, A. Early Schooling in England and Israel. New York, NY: McGraw-Hill, 1973, p. 15-20, 63-102.

This report on preschool education in Israel is part of a larger survey of comparative educational practices and research in early childhood schooling conducted by the Institute for Development of Educational Activities (IDEA). Following a brief introductory section comparing the systems of Israel and England, a thorough examination of early childhood schooling in Israel is described in the context of the history of the Israeli nation. State administration and supervision, public preschools, and other programs for the young child are also discussed. An extensive section of the current research in early childhood education is described under three general categories: (1) research directed at the manipulation of classroom variables, such as curriculum, methods of instruction, and class composition, (2) research which focuses on the educational environment of the home and the involvement of parents in the education of their children, and (3) research directed toward methods for assessing the behavior of young children.

Golan, S. Collective Education in the Kibbutz. Tel Aviv, Israel: Education Department of the Kibbutz, 1961.

Contains a series of three articles aimed at describing collective education, explaning its philosophical and conceptual background, and presenting behavioral research on kibbutz children. Also examined is the structure of the daily curriculum for different age levels, including infants, toddlers, and the kindergarten among others. The three articles, entitled "Collective Education in the Kibbutz", "Behavior Research in Collective Settlements in Israel", and "Communal Education", provide a broad historical context of kibbutzim methods of education and instruction in the Israeli society. An appendix outlines several typical daily schedules for different age levels in the kibbutzim educational system. Photographs are also added to the appendix.

Golubchick, L. "The Kibbutz: An Educational Model for Early Childhood Development Programs", Early Childhood Education by B. Persky and L. Golubchick (Eds.). Wayne, New Jersey: Avery Publishing Group, 1977, p. 366-370.

Discusses the implications of c ommunal child rearing as practiced on the kibbutz in terms of their significance for American educators attempting to deal with the problems of establishing early childhood developmental programs. The structure of the kibbutz, the philosophy and benefits of collective education, and development from infancy through kindergarten in the children's houses are particularly addressed.

Jarus, A., Marcus, J., Oren, J., and Rapaport, C. (Eds.) Children and Families in Israel. New York, NY: Gordon and Breach, 1970, p. 263-270.

Discusses the various aspects of collective education as it influences infancy and early childhood. Emphasized are the emotional and psychological support structures provided to the young child, life in the children's house, and kindergarten and nursery school activities. This area of infancy and early childhood is placed in the context of a broader description of the historical, social, psychological, and medical issues of children and families in Israel.

Leon, D. The Kibbutz: A New Way of Life. New York, NY: Pergamon Press, 1969, p. 97-101, 104-119.

Explains the structure of collective education in the kibbutz and briefly discusses a few of its major implications. The infant's house, the toddler's house, the kindergarten, and the elementary educational system are described and a table provides information comparing the sequential educational levels. In addition, a discussion on the relationships between parents and children in communal education is provided.

Lewin, G. Two Education Centers: Reflections on Early Childhood Education in the Israeli Kibbutz. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1980. (ED 191 566).

In the Israeli kibbutz, the family and the children's house are considered as two joint efforts to provide emotional, social, and intellectual support in the child's life. These two centers are not perceived as antagonistic or even competitive. In each of these systems of social relations are found both satisfaction and frustration, rewards and restraints, fulfillment and despair, joy and sorrow. The very existence of two such centers provides a wider range of choices for children. The practice and theory of the two centers can be considered an important contribution made by the educational system of the kibbutz to modern education and psychology. The differences between the kibbutz and other educational systems are differences in values. Thus, the results of different educational systems are difficult to compare.

Lombard, A.D. Success Begins at Home: Educational Foundations for Preschoolers. Lexington, MA: D.C. Heath, 1981.

Instigated by the National Council of Jewish Women (NCJW) in 1969, the Israeli "Home Instruction Program for Preschool Youngsters" is described in this book as a nationally administered home-based program of early childhood education. In 1975, following five years of field trials, it was adopted for public funding by the newly organized Welfare Program of the Ministry of Education in Israel. Since 1980, the program has served children who are five, six, and seven years of age in 12,000 families in eighty communities around the country. This book describes the social conditions that called for such a program, the program's operation, and the results that have been determined thus far by the ongoing evaluation component of the program. Extensive figures and tables provide statistical data on program results.

Lombard, A.D. and Jasik, L.S. "The Education of Young Children in Israel", Comparative Early Childhood Education by G.R. Lall and B.M. Lall. Springfield, IL: Charles C. Thomas, 1983, p. 19-31.

Presents information on the basic philosophy, historical development, governmental organization and administration, curriculum, and facilities used in early childhood education programs in Israel. Discusses early education from the framework of its three broad programs: day care, government preschools, and kibbutz preschools. Additional services and programs for young children and mothers are also described as well as future trends of early childhood education as an integral part of the Israeli social system.

Neubauer, P.B. (Ed.) Children in Collectives: Child-Rearing Aims and Practices in the Kibbutz. Springfield, IL: Charles C. Thomas, 1965, p. 69-159.

Set within the context of a book devoted to a comprehensive portrayal of kibbutz education, this chapter entitled "Early Childhood and Latency" develops an argument for the underlying philosophy of the kibbutz educational system beginning with the early childhood years. "Problems of Early Childhood" and "Anecdotes of Childhood" are discussed which highlight the most important aspects of the children's lives in collective education. A variety of other topics are then brought forth, including areas such as sleeping arrangements; sex, aggression, and fantasy; sibling relationships, group relationships, and group pressure; pathogenic factors; the problem of multiple mothering; and the dynamics of child development, which is a summary of the previous topics. Additional topics covered in the book include the following: fundamental concepts of kibbutz education; visits to the kibbutzim; latency; adolescence; and family life and the role of women. All topics are actual speeches and subsequent discussions addressed to the Institute on Child Development in Kibbutzim held in Israel during the summer of 1963.

Nir-Janiv, N. and Spodek, B. "Kindergartens in Israel", Childhood Education, November/December, 1979, p. 100-105.

Initially discusses the use of kindergartens in Israel to solve its social problems, particluarly those related to the wave of immigration into Israel during the decade of 1950-1960 and the resulting need for socialization of immigrant children. Approaches to improvement in kindergartens today are then introduced through the identification of four trends; namely, increased individualization of instruction, increased social integration, increased home-school cooperation, and support for continued teacher development. Current concerns and issues are also addressed.

Rabin, A.I. Growing Up in the Kibbutz. New York, NY: Springer Publishing Co., 1965, p. 1-111.

Viewing the Israeli kibbutz lifestyle from a predominantly psychological perspective, this book covers the areas of child rearing and education, problems posed by collective education, and the assessment of infant development. An additional chapter introduces psychological research strategy and methodology which would be pertinent for the study of kibbutzim child rearing and education. The qualitative results of testing on kibbutz children and a comparison of findings for kibbutz and non-kibbutz children are reported as well as its implications for child rearing practices.

Spiro, M.E. Children of the Kibbutz. New York, NY: Schocken Books, 1965, p. 1-248.

This book offers a thorough look into the many facets of kibbutz education from the perspective of social anthropoplogy. To begin, the structure, philosophy, and goals of collective education are delineated. The child's relations with socialization agents are then described, including the nurse, nursery teacher, parents, and parent surrogates. The rearing and socialization of infants and young children are discussed in terms of the unique socialization system that characterizes the kibbutz movement in Israel.

VI. SCANDINAVIA.

Austin, G.R. Early Childhood Education: An International Perspective. New York, NY: Academic Press, 1976, p. 141-176.

In this chapter on early childhood education in Sweden, the development of education of young children is traced through its various historical and philosophical influences. Following reports of preschool enrollments from 1960 to 1970 and some major issues of debate, the aims and objectives of early childhood education, organization and control, facilities, teacher training, financing, and instructional methods are discussed. Also included is a description of a visit to a Swedish kindergarten in terms of its facilities and daily schedule. In addition, extensive work in the areas of educational research and curriculum development is described in terms of individual research projects around the country.

Austin, G.R., DeVries, A.K., Thirion, A.M., and Stukat, K.G. "Early Childhood Education in Three Countries (Part 2) - Sweden", Childhood Education, Vol. 8, No. 1, 1976, p. 3-7.

Describes the existing preschool and nursery school in Sweden and reviews some recent developmental trends and research and administrative activities. Educational goals, philosophical influences, organization, and teaching methods are emphasized. Swedish early childhood education is then briefly compared and contrasted to the state of the art in Belgium and the Netherlands.

Bang, B. "Public Day Care in Private Homes",

Advocates a re-examination of insufficient day care facilities due to changing societal trends. The structure and purposes of administration of public day care in Denmark are described, including the following: the duties of the day care placement office staff; the authorization of day care homes; the day care provider's rights and obligations; supervision of the day care system; and the differences between traditional day care institutions and public day care in private homes.

Berfenstam, R. and William-Olsson, I. Early Child Care in Sweden. International Monograph Series, edited by H.B.Robinson and N.M. Robinson. New York, NY: Gordon and Breach, 1974.

Provides a comprehensive perspective on the family, child rearing patterns, and child care programs in Sweden. More specifically, the following topics are discussed: prevailing philosophies regarding chil-

dren and child rearing; familial and societal responsibilities to child rearing; social planning for services; socialization settings and processes; social service agencies; training of personnel; research; dissemination of information; and future directions for children and child care services.

Bergstrom, J.L. and Gold, J.R. Sweden's Day Nurseries: Focus on Programs for Infants and Toddlers. Washington, D.C.: Day Care and Child Development Council of America, 1974.

Reports in considerable detail on the Swedish day nursery program for children six months to three years based on a systematic observation and interview study of seventeen facilities around the country. More spcifically, the report delineates how services are delivered at the state, county, and municipal levels, and how a select number of programs at the day nursery level operate; it is not intended to be a definitive study on the Swedish day nursery system. Actual observation and interview instruments are provided. Includes diagrams of buildings, pictures, and a description of a typical day for Swedish children under age three.

Cooper, M.G. "Early Childhood Education in Denmark", International Journal of Early Childhood, Vol. 11, No. 2, 1979, p. 163-169.

Taken from the perspective of a British university student, this article describes the Vuggestue, or "Cradle School", for children ages 0 to 3 and the Kindergarten for ages 3 to 7 in Denmark. Curriculum, daily schedule, teacher training, organization, and facilities are stressed. Several visits to youth leisure centers and playgrounds are also discussed in terms of their roles in benefitting the lives of Danish children.

Davidson, A. "Preschool and Elementary Education in Scandinavia Today", Early Childhood Education by B. Persky and L. Golubchick (Eds.). Wayne, New Jersey: Avery Publishing Group, 1977, p. 380-383.

This article relates perceptions acquired by an American educator from tours of various preschool and early elementary school facilities in Helsinki, Stockholm, Oslo, and Copenhagen. The administrative structure and daily routines in day care centers, nursery schools, day care homes, and guided family day care centers are described. Particulaly emphasized is the high quality of early education provided in the Scandinavian countries.

Engberg, A. Early Childhood and Preschool Education in Denmark. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1979. (ED 198 957).

These two booklets provide overviews of educational programs for young children in Denmark. The first booklet briefly outlines recent initiatives in preschool education. Four types of preschool institutions currently in operation are indicated. The major portion of the booklet is focused on the aims and methods of day nurseries, nursey schools/ kindergartens, and preschool classes. In conclusion, school administration, school finance, and teacher training are discussed. The second booklet presents a summary of an investigation of various dimensions of home-school cooperation in the years immediately before and after children start school. Basic pedagogical and organizational issues, which may require changes in legislation or new regulations, are raised in the discussion of preschool classes, day care problems, home-school cooperation, the curriculum, and needed change in the structure of large schools. Specific legislative changes and an experimental program are recommended. In conclusion, the economic consequences of the proposals are pointed out.

Lall, B.M. and G.R. Lall. "Early Childhood Education in Sweden", Comparative Early Childhood Education by G.R. Lall and B.M. Lall. Springfield, IL: Charles C. Thomas, 1983, p. 123-135.

Presents information on the basic philosophy, historical development, organization and administration, programs and facilities, and curriculum for early childhood education in Sweden. Particularly emphasized is the extensive preschool facilities available as a service to Swedish working mothers. A typical preschool schedule is described in detail under a programs and facilities section of the chapter.

Mueller, J. Preschool Education and Day Care for Swedish Children. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1981. (ED 062 015).

A comprehensive study of the types of care provided for Swedish children is presented. Emphasizes the three major frameworks which support the Swedish philosophy of early childhood education, including Gesell, Piaget, and Erikson. Swedish nursery schools are viewed as a supplement to the often small Swedish nuclear family. Discusses the various types of day care centers in Sweden, including the Minnie which gives custodial care and pedagogical content to children in the one-to-seven year age group.

Ostlyngnen, L.H. "Early Childhood Education in Sweden", Comparative Early Childhood Education by G.R. Lall and B.M. Lall. Springfield, IL: Charles C. Thomas, 1983, p. 136-163.

Presents information on the basic philosophy, historical development, organization and administration, types of curriculum, physical facilities and materials, and strengths and weaknessed of the programs for early childhood education in Norway. Extensive coverage is given to the types of curriculum available for early childhood programs with emphasis on daily schedules of the programs and differientiated curriculum for the various age groups of children.

Rosengren, B. Pre-School in Sweden: Facts, Trends, and Future. Stockholm, Sweden: The Swedish Institute, 1973.

Outlines the qualitative and quantitative development of the Swedish preschool system from the historical and administrative perspectives. Following a historical account from the mid-1930s to the early 1970s of administrative concerns, this book comprehensively discusses financing, organizational models, staffing, pedagogic aims and objectives, and facilities. Emphasized is the governmental Commission of Child Centre's involvement in administration of the prescheol system nationwide.

Stenholm, B. The Swedish School System. Stockholm, Sweden: The Swedish Institute, 1984, p. 38-42.

As a section of a book describing the development of the entire Swedish educational system since 1950, this chapter on "Forms of Education" discusses the governmental organization for the education and care of children ages 6 and under. Preschool education and leisure time centers, how activities are organized, the content of activities, and official inquiries and experimental studies are reported from the standpoint of goals, content, and organization of municipal schooling.

The Swedish Institute. "Child Care Pregrams in Sweden", Fact Sheets on Sweden. Stockholm, Sweden: The Swedish Institute, September, 1984.

Discusses the public child care programs in Sweden including the preschool system and after school recreational activities for children in their early years of compulsory schooling. Presents information on governmental administration and organization, expansion and planning of facilities, changed family patterns including working mothers, structure of programs, curricular activities, financing, needs of immigrant children, and current issues and problems.

Wahab, Z. Infant and Early Childhood Education and Socialization in Sweden. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 1981. (ED 128 093).

This paper describes early childhood education programs in Sweden, focusing on their history and development, administration, goals and objectives, admissions policies, structure, expenditures, program of activities, facilities, staffing, daily routine, and problems and criticisms.

Ablin, Fred (Ed.) Education in the U.S.S.R.: A Collection of Readings from Soviet Journals - Volume 1. (no city): International Arts and Sciences Press, 1963, p. 158-174.

This selection of four articles on preschool education is part of a collection of writings from Soviet sources which are designed to provide a comprehensive view of the goals, content, and methods of the Soviet educational system as it functions today. The first article, "Preschool Education" by K.A. Alekseeva, discusses the rudiments of reading, writing, and arithmetic for six year olds as preparation for formal schooling. Ten sample lessons are presented. In a second article by A.P. Usora entitled "Draft Program of Education in the Kindergarten" outlines the details surrounding the government document "Plan for Education in the Kindergarten" which calls for national unification of all preschool institutions. "The Gifted Child" by M.M. Skudina, a third article, contains narratives related to methods of dealing with gifted children at the kindergarten age. A final article, "Payment for Maintaining Children in Kindergartens and Nurseries" by I. Alifanov, discusses the Soviet state methods for allocation of financial resources for the maintenance of preschool institutions. A table outlining monthly fees for maintaining children in kindergartens and nurseries is included.

Aksarina, N. and Smirnova, N. Soviet Education of Preschool Children in the Soviet Union. Moscow, Russia: Novosti Press Agency Publishing House, 1975.

Written from the viewpoint of a communist society, this booklet discusses various philosophical aspects of preschool education and child rearing. Chapters cover the following topics: the pros and cons of child care centers in the upbringing of children; the health of very young children; physical and mental development; the purpose of play; and the importance of making children happy.

Bereday, G.Z.F., Brickman, W.W., and Read, G.H. (Ed.) The Changing Soviet School. Boston, MA: Houghton Mifflin, 1960, p. 140-162.

Traces the historical development of Soviet attempts at universal preschool education since 1928. Following a description of provision for services and types of programs avaliable, the curriculums of nursery schools and kindergartens are explained from the viewpoint of visiting American educators. A detailed outline of the yearly plan of a Soviet kindergarten is provided as well as aims and methods for preschool education in the Soviet Union as dictated by the Ministry of Education.

Bronfenbrenner, U. Two Worlds of Childhood: U.S. and U.S.S.R. New York, NY: Russell Sage Foundation, 1970.

This classic work explores methods of child rearing and socialization in the two most powerful nations of our time: the U.S. and the U.S.S.R. Drawing upon existing research and theory in the behavioral science, the consequences of the modes of treatment of children are considered; that is, what values and patterns of behavior are being developed in the new generation in each society. The major environmental forces which can influence the behavior and development of chidren are then considered. Techniques of upbringing in preschool centers, patterns of maternal care, and values and techniques of discipline with young children are compared and contrasted between the two countries.

Chauncey, H. (Ed.) Soviet Preschool Education, Volume I: Program of Instruction. New York, NY: Holt, Rinehart, and Winston, 1969.

This volume, approved by the Ministry of Education of the Russian Republic and presented in translation, contains the operating instructions for the extensive program of preschool and kindergarten group upbringing in the U.S.S.R. Following an introduction by Urie Bronfenbrenner, a beginning chapter delineates the established objectives of the Soviet kindergarten (which provides care from two months until entrance into formal schooling) pertaining to physical education, education of the mind, moral traits and personal qualities, and aesthetic education. Subsequent chapters deal individually with the first through seventh years of the child's life in terms of the following areas: objectives in care and instruction; characteristics of children; and daily schedule and organization of the child's life. An appendix describes model daily schedules for the different age groups.

Chauncey, H. (Ed.) Soviet Preschool Education, Volume II: Teacher's Commentary. New York, NY: Holt, Rinehart, and Winston, 1969.

Introducing in great detail the entire program of child rearing and instruction for Soviet children from infancy through seven years of age, this manual has been used as the basic text for the training for all preschool personnel. Stressed are the aspects of Soviet education which give it its distinctive cast, the importance of early learning and development of collective consciousness. Chapters are organized by descriptions of the care and upbringing of children at the various age levels: infants and first, second, and third years of life. Additional chapters provide information concerning the program of instruction in kindergarten, education of children from 3 to 7 years of age, and play and the organization of children's lives.

Jacoby, S. Inside Soviet Schools. New York, NY: Hill and Wang, 1974, p. 46-72.

This comprehensive chapter, entitled "Nursery School: Where Children Meet the State", explores the Soviet Union's extensive network of nurseries and kindergartens, emphasizing the indoctrination of Soviet children into collectivism at an early age. Topics covered include the following: functions of early education; educational theory and goals; personnel/staffing; problems of teacher professionalism., the delivery system; and daily schedules and activities. Anecdotes and descriptions of individual child care centers are included throughout the chapter from the viewpoint of an American visitor.

Kalinin, A. The Soviet System of Public Education. Moscow, Russia: Novosti Press Agency Publishing House, 1973, p. 15-18, 36-37.

This brief chapter on preschool education traces its historical development in the country as well as administrative structure and common practices in nursery schools and creches. The value of preschool education as preparation for formal schoolong is considered.

Korolev, F. Education in the U.S.S.R. Soviet News Booklet No. 24. London, England: Soviet News, 1976, p. 10-12.

In a chapter entitled "Children Under School Age", the historical development of the establishment of preschool institutions in the Soviet Union is traced. The goals of the educational work and care of children in the kindergartens in discussed as well as the varieties of care available for very young children.

Lall, B.M. and Lall, G.R. "Early Childhood Education in the U.S.S.R.", Comparative Early Childhood Education by B.M. Lall and G.R. Lall. Springfield, IL: Charles C. Thomas, 1983, p. 3-18.

Presents information on the basic philosophy, historical development, organization and administration (including staffing and financing), curriculum, and facilities used in early childhood education programs in the Soviet Union. The curriculum is discussed in particular detail through descriptions of the six groups in preschool education corresponding to the first through sixth years of life: (1) infant group, (2) second infant group, (3) first younger group, (4) second younger group, (5) middle group, and (6) older group.

Liegle, L. The Family's Role in Soviet Education. New York, NY: Springer, 1975, p. 55-80.

Provides an examination of educational policy for a comprehensive preschool societal education in the U.S.S.R. Emphasizes the fact that Soviet pedagogy has acquired a greater appreciation of the family as a decisive source of preschool education and especially of early childhood training in this chapter entitled "The Family and Preschool Education". Topics include the following: the effects of institutional care of children; planning for family-type patterns in preschool institutions; parent education and cooperation between kindergarten and home; and family upbringing: principles and practices in conflict.

Moos, E. Soviet Education: Achievements and Goals. New York, NY: National Council of American-Soviet Friendship, 1967, p. 21-31.

This chapter traces the historical background of the development of public preschools in the U.S.S.R., followed by discussions about the preschool staff, attitudes toward children, daily schedules and activities, and trends in research. Brief case study descriptions are then given for three preschools in Lithuania, Armenia, and Moscow.

Rederer, V. "Early Childhood Education in the Soviet Union", Early Childhood Education by B. Persky and L. Golubchick (Eds.) Wayne, New Jersey:Avery Publishing Group, 1977, p. 384-389.

Beginning with a comparison of the early childhood educational systems of the U.S.A. and the U.S.S.R., this article summarizes the preschool program as outlined in Henry Chauncey's two volume work, Program of Instruction, which sets forth the Soviet curriculum in detail, and Teacher's Commentary, which provides a guide for carrying out the program. Curriculum in the preschools for each separate age group (birth to one year, one to two years, two to three years, three to four years, four to five years, and five to six years) is delineated interms of meeting children's developmental needs. In addition, the curriculum of the school preparatory group to provide continuity from kindergarten to formal schooling is described.

U.S.S.R. Today. U.S.S.R. Education. Moscow, Russia: Novosti Press Agency Publishing House, 1975, p. 26-32.

This chapter, entitled "Before School and at School", provides a brief introduction to the historical background of Soviet state incorporated preschool education into the system of public education. Various aspects of creches, kindergartens, and playgrounds are discussed, including financial structure, personnel, the primary goals of

kindergarten, children's developmental needs, and continuity with other educational programs in the U.S.S.R.

Weaver, K. Lenin's Grandchildren: Preschool Education in the Soviet Union. New York, NY: Simon and Schuster, 1971.

Comprehensively describes the Soviet program of collective preschool education fromthe viewpoint of and American visito. Emphasizes the socialization process of the Soviet child through the Soviet pragmatic approach to preschool child care and education. The entire curriculum and organization are discussed and appendices outline daily school schedules for infants through five year olds.

Zajda, J.I. Education in the U.S.S.R. New York, NY: Pergamon Press, 1980, p. 57-65.

Emphasizing the value of early socialization of Soviet children through preschool education, this chapter discusses its entire organization as part of a comprehensive book on Soviet education. Areas covered include the following: theoretical and philosophical foundations; goals and functions of early education; educational and developmental needs of young children; and the daily schedule and curricular activities.

Zaporozhets, A.V. and Kurbatova, R.A. "The Half-Century Road of Preschool Education in the U.S.S.R.", Soviet Education, Vol. 16, No. 7, May, 1974, p. 5-21.

Emphasizes the important role of the communist upbringing of preschool age children in the overall process of formation of the future citizens of the U.S.S.R. and the emanicipation of women. Historically traces the development of preschool education as early as 1919 with the tasks of preschool education as defined by the Russian Communist Party (Bolshevik) and continues through about 1970. The rate of and widespread development of the network of kindergartens and day care centers that offer systematic child rearing is stressed based on various state and governmental laws to provide support. Thus, the distinguishing feature of preschool education in the U.S.S.R. is its state nature; it has been developed on a planned basis, according to the instructions of the Party and the government, and its development is incorporated into the national economic plan. Specific areas of preschool curriculum are highlighted in terms of lists of authors who have written in the various areas.